



<b>INTENT</b>	<b>Overarching Aims for the Year: Through <i>The Buckingham Way</i>, embed an ambitious and compassionate culture of “<i>Success for All</i>” with high expectations of all students</b>	
a) Through a new Culture Curriculum, embed a culture of positive <i>Core Choices</i> leading to exemplary behavior and relationships	b) Through the <i>Curriculum Vision</i> , deliver lessons using the new <i>Buckingham School Lesson Framework</i> , securing consistent high support and challenge in learning	c) Implement a specific Attendance Plan, designed to promote feelings of safety, belonging and purpose amongst students, whilst encouraging more responsibility for their own attendance d) Through clear rationale, ensure that the suite of interventions available to students with barriers to learning are planned carefully and reviewed regularly e) Developing the skillset of staff to meet the needs of all learners in the classroom by further developing pedagogy

<b>1. LEADERSHIP, inc. SAFEGUARDING &amp; GOVERNANCE</b>	<b>Continue to develop standards of leadership, supported by strong governance</b>
<b>As a consequence: The Buckingham School continues to develop and thrive, and disadvantaged and vulnerable students enjoy the same opportunities and experiences as their peers</b>	
<b>Action</b>	
<b>1.1</b> Lead and evaluate the impact of <i>The Buckingham Way (TBW)</i> , using it as a vehicle to ensure all stakeholders subscribe to the school’s vision of <i>Success for All</i>	
<b>1.2</b> Through the taught <i>Culture Curriculum</i> and timely responses to incidents, continue to strive to eradicate all harmful behaviours from school life, including derogatory and disrespectful language	
<b>1.3</b> Carefully monitor contextual safeguarding concerns, and ensure that the school takes appropriate pro-active and reactive action	
<b>1.4</b> Through robust monitoring, carefully monitor the extent to which the school is successful in narrowing the gap for its most vulnerable learners, and take appropriate actions	
<b>1.5</b> Successfully implement <i>The Buckingham School Leadership Framework (TBSLF)</i> , evaluating its impact	
<b>1.6</b> Collaborate with the Governing Board to ensure that Governors are trained and confident in fulfilling their roles	

<b>2. KEY STAGE 3 - ENGAGEMENT</b>	<b>Ensure that the students have an experience of Key Stage 3 which addresses their barriers and gaps, and ultimately inspires them to be successful in this stage of their education</b>
<b>As a consequence: Students identify their school as a consistent positive in their lives, making the most of the opportunities that are on offer to develop personally and thrive academically, ready to perform well on their examination courses</b>	
<b>Action</b>	
<b>2.1</b> Embed <i>The Buckingham Way at Key Stage 3</i> - insisting upon Kindness for All, building and rewarding the <i>Core Choices</i> , building <i>Engagement for All</i>	
<b>2.2</b> Implement a specific Attendance Plan, designed to promote feelings of safety, belonging, purpose amongst students	
<b>2.3</b> In accordance with the school’s Curriculum vision for Engagement, use <i>The Buckingham School Lesson Framework</i> to establish a culture of learning which encourages students to explore, question and discover	
<b>2.4</b> <i>The Buckingham School Lesson Framework</i> is deployed, forming a foundation for lesson planning allowing staff to focus on how they deliver engaging lessons adapted to individual learners, not what they deliver, meeting the needs of all learners – securing “Inclusive delivery”	
<b>2.5</b> Using <i>Pupil Progress</i> as a platform for analysis, leaders and therefore teachers have a much sharper understanding of progress at Key Stage 3  As a consequence, leaders and teachers are able to intervene to ensure gaps in knowledge are closed  Teachers focus appropriately on preparing students for assessments	
<b>2.6</b> Leaders ensure that clear routines are embedded in the support spaces, with clear procedures for referral  Assess-Plan-Do-Review is successfully deployed reducing required support, as engagement increases	

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<b>3. KEY STAGE 4 - INDEPENDENCE</b>	<b>Build on the knowledge and skills acquired at Key Stage 3, and develop the self-motivation and independence to succeed on their examination courses</b>
<b>As a consequence: Students continue to thrive, becoming role models to their younger peers, ultimately finishing Year 11 with excellent examination results</b>	
<b>Action</b>	
<b>3.1</b> Embed <i>The Buckingham Way</i> at Key Stage 4 - insisting upon Kindness for All, building and rewarding the Core Choices, building <i>Independence for All</i>	
<b>3.2</b> Implement a specific Attendance Plan, designed to promote feelings of safety, belonging, purpose amongst students	
<b>3.3</b> In accordance with the school's Curriculum vision for Engagement, use TBS Lesson Framework to establish a culture of learning which encourages students to take ownership of their learning and make independent choices	
<b>3.4</b> The TBS Lesson Framework is deployed, forming a foundation for lesson planning which allows staff to focus on adapting to individual learners, to provide opportunities for independent thought and reflection – securing "inclusive delivery"	
<b>3.5</b> Leaders and therefore teachers focus sharply on helping students to translate their hard work, knowledge and skills into success in examinations	
<b>3.6</b> Leaders ensure that clear routines are embedded in the support spaces, supporting students in developing independence, ready for the next steps in their education	
<b>4. KEY STAGE 5 - EXEMPLARY</b>	<b>The design of the Sixth Form Programme and its implementation is developed specifically to enhance the provision for SEND and PP students in the Sixth Form and is extended to all students</b>
<b>As a consequence: Students are exemplary in their academic performance and personal development, personifying the Vision of the school in their actions</b>	
<b>Action</b>	
<b>4.1</b> Teachers and form tutors ensure that Sixth Form students manage study time/homework effectively, as defined in the Sixth Form Handbook	
<b>4.2</b> All leaders use school systems to ensure that lessons are planned and delivered in line with the school's expectations (Core Expectations, TBS Lesson Framework, TBW) and that assessment and feedback is used to support student progress	
<b>4.3</b> The Head of Year and form tutors ensure that students engage with a variety of wider opportunities through their programme of study	
<b>4.4</b> The Head of Year and form tutors ensure that students engage with a meaningful pastoral programme which allows for work-related learning, preparing for next steps and adult life	
<b>5. FINANCE AND RESOURCES</b>	<b>Continue to maintain and enhance the school site, monitoring carefully resources and ensuring the school's expenditure is closely matched to income</b>
<b>As a consequence: A strong, well-maintained and stable school is able to forecast an in-year surplus for financial year 2027-28</b>	
<b>Action</b>	
<b>5.1</b> Monitor student numbers closely and maximise recruitment opportunities – for example through marketing activity to recruit for Year 6 and Year 12, analysis of leaving students and trends, primary school relationships	
<b>5.2</b> Prioritise careful tracking of the school's spending, in particular ensuring that the staffing structure is fit and appropriate for the number of students	
<b>5.3</b> Carefully monitor allocated funding for students with SEND needs, and ensure it is spent effectively to ensure maximised benefit	
<b>5.4</b> Plan strategically to continue to future proof ICT equipment and facilities	